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ABSTRACT

This annotated bibliography lists approximately 70 books and articles dealing with the installation of educational programs and procedures, as well as a few additional publications dealing with information dissemination and public relations. Within each of the two sections, citations are listed alphabetically by author's name. (JG)

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TITLE: INSTALLATION OF EDUCATIONAL PROGRAMS AND PROCEDURES: AN ANNOTATED BIBLIOGRAPHY

AUTHOR: Ann Leonard

ABSTRACT

An annotated bibliography of recent articles dealing with the installation of educational programs and procedures.

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INSTALLATION OF EDUCATIONAL PROGRAMS AND PROCEDURES:
AN ANNOTATED BIBLIOGRAPHY

Abbot, Max G. and Terry L. Eidell. "Administrative Implications of Curriculum Reform." Educational Technology, v. 10, n. 5, May 1970, pp 62-64. (ED 020 970)

Views the school as a social system, emphasizes the change in the role of teacher and administrator and the role of instructional technology.

Andrews, John H. M. and T. Barr Greenfield. "Organizational Themes Relevant to Change in Schools." Ontario Journal of Educational Research. v. 9, Winter 1966-67, pp 81-99.

An outline of theoretical approaches to the problem of change in schools. The authors identify some value characteristics of schools which may provide an analytical framework for research. Values that characterize an organization will mediate interaction between that organization and the environment.

Barnes, Melvin W. "The Administrator's Role in Humanizing the School." The National Elementary Principal, v. 44, n. 4, February 1970, pp 37-40.

Since teachers really do look to the principal to set the pattern for the school, he is in an ideal position to inspire the staff and to initiate change. There is better morale among a group when they participate in the decision making. Self-evaluation is very useful.

Brickell, Henry M. "The Role of Local School Systems in Change." Perspectives on Educational Change, Richard I. Miller (ed.). New York: Appleton-Century-Croft, 1967.

The author explores the role of the local school system in bringing about change in its own classrooms. The discussion is directed to the typical school system that depends upon outside organizations for assistance in implementing change.

Bridges, Edwin M. and Larry B. Reynolds. "Teacher Receptivity to Change." Administrator's Notebook, v. 16, February 1968.

Studies the effect of teacher's belief system on the receptivity to trial of innovations and questions the validity of the "experience equals inflexibility" judgment often applied to most experienced teachers.

The abilities of experienced teachers has great potential for reshaping education. It is an error to assume that age or experience connotes unwillingness to change

Brookover, Wilbur B. and David Gottlieb. Acceptance of New Educational Practices in Elementary School Teachers. Educational Publication Services, College of Education, Michigan State, May 1968.

An investigation of the response of individual elementary teachers to innovations in teaching devices and teaching materials. Participant observation, interviews, and a questionnaire were used for 158 teachers, grades K-6. Expertise in the teaching profession is defined by the author as being determined within the school organization rather than by the individual teacher. The teacher does not perceive himself as someone who should or can make decisions about educational innovations.

Brown, Raloy E. "Humanizing the Role of the Elementary School Principal" National Elementary Principal, v. 49, n. 5, April 1970, pp 24-25. (ED 019 463)

There is a need for change. The principal should work with the teachers and the children to provide same.

Bushnell, Don, Robert Freeman, and Malcolm Richland. Interim Report—Proceedings of the Conference on the Implementation of Educational Innovations. System Development Corporation, October 5, 1964.

A summary of the proceedings of a conference held at the SDC offices in Santa Monica, California in May 1964. The intent of the conference was to have discussion between participants grouped by institutional membership, state or regional membership and interest area. The discussion centered on the effect of the Traveling Seminar and Conference conducted by SDC under a contract from the Office of Education, Educational Media Branch, Title VII, NDEA 1958.

Butts, David P. and Chester E. Raun. "A Study in Teacher Attitude Change." Austin, Texas: Science Education Center, University of Texas, Science Inservice Report No. 2.

Teacher attitude change is not related to school location nor previous teaching experience. The number of hours spent in previous course work in the field has a negative influence on the teacher's reaction to a new program but

causes an increased value on the use of library facilities. The role of the teacher is more clearly defined or relevant to the primary level than to the intermediate level.

Carver, Fred D. "School Organization and Curriculum Change." Journal of Aesthetic Education, v. 4, n. 1, January 1970, pp 73-83.

A description of the nature of changes occurring in educational organizations. Suggests implications for those who would add to or modify the curriculum of the school. Suggests that influencing state legislators may be an activity for initiating change as the state has the greatest control over school curriculum. Federal support can also be of benefit. Emphasizes the importance of including a competent staff in change activities. Workshops for teachers should also be made available to administrators.

Cawelti, Gordon. "Innovative Practices in High Schools: Who does What-and-Why-and-How." Nations Schools, v. 79, April 1967, pp 56-74.

Survey of 7,237 accredited high schools discloses, state by state, how many schools have accepted or rejected twenty-seven important innovations. Findings were: (1) the diffusion rate for innovation is now more rapid; (2) schools and states vary widely; (3) cost factor retards innovation; (4) the high rate of abandonment stresses the need for more careful planning before adoption; (5) the haphazard way changes are introduced leads to highly uneven efforts—need for discrete goals and better planning.

Chorness, M. H. and others. Use of Resource Material and Decision Processes Associated with Educational Innovation: A Literature Survey. Berkeley, California: February 1967.

An annotated bibliography and literature review that covers educational literature concerned with decision-making processes, innovation, organization for change, sources of information regarding educational change, and innovation and the role of various agents in the field.

Clark, David L. and Egon G. Guba. "An Examination of Potential Change Roles in Education." Rational Planning in Curriculum and Instruction. Goleta, California: Human Factors Research, Inc., 1967, pp 111-133.

Processes related to and necessary for change in education are discussed. Research and development, diffusion and adoption are the key issues used to provide rationale for engineering change. Analysis of essential change roles is made by providing sixteen recommendations. Discusses the function of research.

Clark, David and Egon G. Guba. "A Logical Structure for Examining Change Roles in Education." Rational Planning in Curriculum and Instruction. Washington, D.C. National Education Association, Center for Instruction.

Discusses processes related to the necessity for change in education. Research and development, diffusion and adoption are the key ideas used. Sixteen recommendations are made by the authors.

Culbertson, Jack A. "Organizational Strategies for Planned Change in Education." Washington, D.C.: Conference on Strategies for Educational Change, November 1965.

Four strategies for achieving long-range goals are outlined: (1) a national education academy to provide training for leadership; (2) an institute for study of educational innovation—creation of new concepts for advancing research and development; (3) a plan to facilitate development of state and national policy; and (4) application of operations research to local school district problems.

Eastern Regional Institute for Education, "An Empirical Approach" Installing a New Curriculum: Observations and Recommendations, Syracuse, New York, October 1969.

A list of fifteen assumptions concerning introduction of new curriculum. Procedures based on the assumptions were followed and data was collected to determine how the success of installation depended upon the characteristics of the schools involved. It was determined that: (1) the principal must be involved in the program, not just informed about it; (2) teachers must have a good attitude; (3) there must be a good school atmosphere; (4) the staff must be competent; (5) the start must be successful; (6) there should be inservice training and consultant assistance; (7) no equipment problems (material shortages, etc.) can develop; (8) the number of new curriculum must be limited; and (9)there can be no curriculum imbalance.

Eberle, Robert F. "Personnel Management for Change and Innovation in Education" Journal of Creative Behavior, v. 3, n. 4, February 1969, pp 277-283.

Discussion of different aspects of change: personnel, technique, organization and philosophy. Also the obstacles to change: discontent, conformity, fear, and lack of understanding. Involvement in the decision-making process is an important source of motivation. There is much education can learn from business and industry.

Eibler, Herbert J. "Characteristics for Innovation" Clearing House, v. 43, n. 9, May 1969, pp. 523-526.

Certain characteristics or aspects of groups are key structural variables in explaining the differences in rates of acceptance of social change or innovation. The more teachers participate in decision making, the higher the rate of innovation.

Eye, Glen and Others. Relationship Between Instructional Change and the Extent to Which School Administrators and Teachers Agree on the Location of Responsibilities for Administrative Decisions. Madison, Wisconsin: University of Wisconsin, 1966.

A study based on the thesis that the extent of congruence among teachers, administrators, and supervisors is related in a positive manner and to an appreciable level of significance to the incidence of planning for instructional change and to the extent of the implementation of this planning.

Fox, Robert A. and Ronald Lippit. The Innovation and Sharing of Teaching Practices—II: Procedures for Stimulating Adoption and Adaption of Selected Teaching Practices. U.S. Department of Health, Education and Welfare, September 1967. (ED 030 297)

A project involving a state organization of teachers and teams of teachers in local school systems to demonstrate how selected teaching practices could be disseminated to interested teachers. The study demonstrates the need for a vastly improved flow of information to teachers about available resources, critical need for supportive inter-personal relations among teaching colleagues to create a climate of freedom to innovate and to provide motivation to do so. Inservice educational activities are needed.

Gail, Joyce P. and Linda J. York. "Training Package Turns School People into Instructional Planners." Berkeley, California: Far West Laboratory for Educational Research and Development. Paper presented at the American Educational Research Association Meeting, New York, 1971.

An in depth discussion of the Problem Analysis Unit to isolate the research and development scale used to develop the FWL self-contained training package on instructional planning for administrators, teachers, and other groups involved in school planning.

Geis, George L. "Developing a Strategy for Innovation." E. Lansing, Michigan, February 10, 1968. (ED 024 295)

An analysis of the staff training program conducted as part of the Foreign Language Innovation Curriculum Study which involved curriculum designed for the training of school innovative agents. The consultants are trained to guide continuing systematic innovations in the schools.

Goldhammer, Keith. Issues and Strategies in the Public Acceptance of Educational Change. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965. (ED 010 234)

The paper discusses five categories of factors effecting public acceptance of educational change; (1) the public image of the organization and the end it serves; (2) the public view of the proposed change; (3) the congruence of the proposed change with the generally accepted values and special needs of the community; and (4) the situational factors which facilitate or impede the acceptance of change. The need to deal with political problems when initiating change is emphasized.

Goldhammer, Keith. "Local Provisions for Education: The Organization and Operation of School Systems and Schools." Emerging Designs for Education, Denver, Colorado: Designing Education for the Future: An Eight State Project, 1968, pp 73-131.

In the future, various levels of the school organization will be linked to one another to provide for various needs of children as well as for the educational requirements of society. If school districts cannot perform these functions, then they should be linked to other agencies established for

this purpose. The central concern must be the procurement and improvement of personnel who are competent to perform their roles and who are provided with the resources and the opportunities to do so. The history of the development of present school systems is discussed.

Goodson, Max F. and Richard Hammes. "A Team Designed for School System Changing." Madison, Wisconsin: University of Wisconsin, Center for Cognitive Learning, Theoretical Paper No. 11, February 1968.

The problems of changing a school system require a systematic approach that coordinates various efforts within the system. A model for change-agentry is postulated which deals with change-agent team design and the work that such a team might perform: (1) diagnosing problems; (2) planning action; (3) transforming strategy into action; and (4) evaluating results. The team is expected to plan and manage specific changes as well as perpetuate a climate of innovation in the school system. Areas of training are identified (human relations, handling of data, use of problem solving skills and external resources). The application of this system to three Wisconsin school districts is discussed as well as plans for evaluation.

Griffiths, Daniel E. "The Elementary School Principal and Change in the School System." Theory into Practice, v. 2, December 1963, pp 278-284.

Principals do not usually initiate change—it usually comes from the top. Paper discusses the results of the Development of Criteria of Success in School Administration Project—a study of the administrative performance of elementary school principals. They were scored on the content (what) and skill (how) of their performance. Study showed that principals innovate infrequently due to their distance from policy making. They will only work to effect change directed from the board level.

Guba, Egon G. "Evaluation and the Process of Change." Copied from notes and working papers prepared for the Subcommitte on Education, Committee on Labor and Public Welfare, U.S. Senate, April 1967.

This report is concerned with two dimensions, evaluation and change. Data was drawn from thirty-two proposals from nineteen states for Title III assistance. Findings are not necessarily related to all Title III proposals.

Havelock, Ronald G. "A Guide to Innovation in Education." Lansing, Michigan: University of Michigan, Center for Research on Utilization of Scientific Knowledge.

The paper concerns conceptual organization. What to look for and what to avoid. It provides a checklist and reminder, literature, resource people, organizations, measurement, evaluation and diagnosis, tactics and strategy, and outlines the phases of planned innovation.

Havelock, Ronald G., Janet C. Huber, and Shaindel Zimmerman. Major Works on Change in Education (bibliography). E. Lansing, Michigan, University of Michigan: Center for Research on Utilization of Scientific Knowledge, October 1969.

A reference for practitioners, researchers and instructors concerned with planned change, innovation, dissemination, and knowledge utilization with focus on the field of education.

Heathers, Glen. "Influencing Change at the Elementary Level." Perspectives on Educational Change, Richard I. Miller (ed.). New York: Appleton-Century-Croft, 1967.

The author discusses the various forms that innovation may take in elementary schools—outlines strategies, shortcomings and dissemination problems. How and how well innovations are being developed and used to serve education. The major problem seems to be that innovations frequently fail to have an educational aim. Dissemination strategies have been inadequate.

Hencley, Stephen P. "Innovation and School Policy." Educational Leadership, v. 25, January 1968, pp 308-311.

The interrelationships between innovation and school policy are discussed. The pressures for innovation in education are analogous to processes of demand making in political contexts. Guiding change requires great sophistication. Suggestions: (1) go slow; (2) calculate the cost; (3) communicate the advantages; (4) review alternate strategies, and (5) understand the change process.

Herlihy, John G., Henry P. Cole, and Myra T. Herlihy. "The Campus Team—A Change Strategy for Preservice and Inservice Teacher Education." Syracuse, New York: Eastern Regional Institute for Education. Paper presented at the American Educational Research Association Meeting, New York, 1971.

Development of a strategy calling for the training of teams of college professors and school teachers in the theory, design, and methodology of a powerful process-promoting elementary school curriculum. Specialists planned and conducted both a preservice and in-service education program for college students and experienced teachers, respectively. Results of the program have been highly successful and similar procedures may be used for other curriculum vehicles.

Hilfiker, Leo R. "Interpersonal Characteristics and Innovativeness in School Systems." Journal of Applied Behavioral Science, v. 5, n. 3, July-September 1969, pp 441-445.

An examination of interpersonal relationships within the school's professional staff. How the principal is perceived by the teachers, etc. The success of school innovation may be due, to a great extent, to the social-psychological state of the system's organizational climate. There is need for self-study among school systems and a need to consider the impact of growing professionalism among teachers who are capable of problem solving, self-improvement, and decision making.

House, Ernest, Thomas Kerins, and Joe Steele. The Demonstration Center, Urbana, Illinois: Center for Instructional Research and Curriculum Evaluation, University of Illinois. Paper presented at the American Educational Research Association Meeting, New York, 1971.

Discusses the model of change found in the Illinois Demonstration Centers relating to policy, impact, factors linked to adoption, implication for educational change and suggestions for improving the Demonstration Centers.

Keil, Ellsworth C. "A Structure for Innovation in Education" Educational Technology, v. 9, n. 10, October 1969, pp 35-40.

A look at the time-honored approaches to innovation—consultants and inside change agents. Discussion of administrative function.

Kimbrough, Ralph B. "Power Structures and Educational Change." Planning and Effecting Changes in Education, Edgar L. Morphet and Charles O. Ryan (eds.). New York: Citation Press, 1958.

The paper explains the role and importance of power structures in the process of planned change. It discusses how those interested in improving education can influence power structures in making purposeful change.

Klausmeier, Herbert J. Project MODELS: Maximizing Opportunities for Development and Experimentation in Learning in the Schools. Wisconsin Research and Development Center, University of Wisconsin, 1966. (ED 010 214)

The author discusses Project MODELS as a cooperative venture designed to produce more efficient pupil learning through research and development carried out directly by the local schools. The central feature was the research and instructional unit composed of several teachers and a learning specialist (also a teacher) which was accountable to the building principal for student progress. Specific models are depicted for effecting planned educational change.

Kline, Charles E. Leader Behavior, Curricular Implementation and Curricular Change. Paper presented at the American Education Research Association Meeting, Chicago, Illinois, 1966. (ED 027 596)

A study of the relationship between the behavior of school system leaders and curriculum change. Interview and questionnaire responses were collected from central office decision makers in ten public school systems and from classroom teachers. An analysis of the findings indicate a direct relationship between the consideration a decision maker shows his teachers and the extent to which his curriculum plans and goods are used by his teachers in planning their instructional programs.

Kohl, John W. "Adoption Stages and Perceptions of the Characteristics of Innovations." California Journal of Educational Research, v. 20, n. 3, May 1969, pp 120-131.

The paper tries to: (1) identify, relate, and evaluate school perception of the "characteristics" of innovation in each stage of the adoption process; and (2) determine the adoption status of seven educational innovations in relation to selected independent variables.

Kowitz, Gerald T. "Six Hard Questions to Answer Before You Buy or Bond Another of Those 'Innovations'." The American School Board Journal, February 1971, pp 22-25.

The article discusses considerations a school board should make in adopting innovative programs: evaluation, assumptions about the learning process, view of the student as a learner and as a person, goals of the innovation and the administrative feasibility of the innovation.

Kreitlow, Burton W. and Teresa MacNeil. "An Evaluation of the Model for Educational Improvement as an Analytical Tool for Describing the Change Process." Madison, Wisconsin: University of Wisconsin: Center for Cognitive Learning, March 1969.

A construct that combines some well known elements of the change process in a new configuration. Material is drawn from works of social scientists in fields of agriculture and education. The model is designed to permit a progressive flow of ideas in the process of change and includes an improvement model.

Little, Arthur D. Inc. A Model for Innovation Adoption in Public School Districts: Research on the Characteristics of Selected School Systems as They Relate to the Need for Appraisal, Acceptance and Use of Innovations. Boston, Massachusetts: Arthur D. Little, Inc. March 1968. (ED 022 262)

A study to acquaint persons in local school districts and other agencies with the process of adopting educational innovations. Models were obtained from literature and examined for usefulness by interviewing and submitting questionnaires to 149 educators and parents in eight typical school districts. A more general model was obtained to the effect that innovation adoption can occur only in the presence of an initiating mechanism and a sustaining mechanism. Implications of the study are discussed in more detail.

MacKenzie, Gordon N. "Curriculum Change: Participants, Power and Process." Innovation in Education. New York: Teachers College, Columbia University, Bureau of Publications, 1964, pp 399-425.

A study of the change process: (1) curriculum—planned engagements of learners; (2) influence of the culture on the change process; (3) participants in the change process; and (4) ways in which internal and external participants relate to the change process.

Mahan, James M. "Overview of a Systematic Effort to Engineer and Monitor Curriculum Change: Emerging Guidelines and Encouraging Findings for Curriculum Installers." Bloomington, Indiana: Center for Innovation in Teacher Education, Indiana University. Paper presented at the American Educational Research Association Meeting, New York, 1971.

Reports certain experiences and insights gained during three years of science curriculum installation. Many have been derived from the ERIE, Science—A Process Approach.

Marcum, Laverne R. Organizational Climate and the Adoption of Educational Innovation. Logan, Utah: Logan State University, 1968. (ED 023 158)

A comparison of thirty schools in five western states ranked according to the degree of innovativeness and the organizational climate. The study revealed that highly innovative schools had: (1) open climates; (2) higher expenditures per student; (3) lower average age of the staff; (4) fewer years of staff service; and (5) a larger professional staff.

McPhee, Roderick F. "Planning and Effecting Needed Changes in Local School Systems." Planning and Effecting Changes in Education, Edgar L. Morphet and Charles O. Ryan (eds.). New York: Citation Press, 1968.

The author talks about change at the local level (i.e., changing what the teacher does) but still realizing that it is the administration that must take the lead in creating and maintaining a favorable climate for change by encouraging and facilitating needed changes.

Miles, Matthew B. The Development of Innovative Climates in Educational Organization. Menlo Park, California: Stanford Research Institute, Research Note EPRC-6764-10, April 1969.

A close look at some of the processes involved in educational improvement: (1) definition; (2) management; (3) means; and (4) strategies for norm changing. The author concludes that norms are changeable and can be changed with workable techniques. The paper includes an appendix containing the "Do's and Don'ts" relative to change in schools.

Miles, Matthew B. "Educational Innovation: The Nature of the Problem." Innovation in Education. New York: Teachers College, Columbia University, 1964, pp 1-49.

The paper suggests a focus away from changed content and to the change process. Topics include: (1) the current climate and why; (2) definition of terms; (3) reviews the educational setting in which innovation takes place; (4) current innovations and strategies to install them; and (5) unsolved problems in educational innovation.

Miller, Richard I. "An Overview of Educational Change." Perspectives on Educational Change, Richard I. Miller (ed.). New York: Appleton-Century-Croft, 1967.

Outlines four values beneath the surface of and fundamental to change. The belief of the American people in: (1) the "Democratic Way;" (2) equality; (3) material progress; and (4) the importance of education. These are the values that determine the American attitude toward educational change and they should be kept in mind.

Miller, Richard I. "Some Observations and Suggestions." Perspectives on Educational Change, Richard I. Miller (ed.). New York: Appleton-Century-Croft, 1967.

A discussion of the role of the classroom teacher pertaining to problems of communication, strategies for change, developing change agents, evaluating changes and an inventory of "change proneness."

Monasmith, James. "A Formula for Planned Change" American Vocational Journal, v. 44, n. 7, October 1969, pp 24-25.

The author looks at the efforts of ERIC, R&D Laboratories and development centers which have not succeeded in reaching the leaders on a state level who would be the most influential in stimulating change. State departments of education must assume the role of change agent. We should attempt to persuade the few open-minded leaders and not concentrate on the rank and file teachers. There is a need to develop a "rewards" system and a need for inservice education.

Nussel, Edward J. and Mildred Johnson. "Who Obstructs Innovation? A Study of Teacher Perception of Possible Obstacles to Innovation." Journal of Secondary Education, v. 44, n. 9, January 1969, pp 3-11.

In the end, it is the teacher who determines the success of an innovation. The hierarchy either expands or restricts the boundaries of innovation. Confusion of role expectation from professional and employee roles causes the slow rate of diffusion in educational systems. There is a need for colleague approval. Re-education to involve teachers in decision-making tends to make them more receptive to change.

Pellegrin, Ronald J. "Analysis of Sources and Processes of Innovation." Allerton, Illinois: Conference on Educational Change, Demonstration Project for Gifted Youth, USOE, February 1966.

The author looks at existing and potential sources of educational innovation—conditions under which innovation occurs and changes that must be made to tie together knowledge and practice. Common sources of innovation discussed are: (1) classroom teachers; (2) school administrators; (3) school boards; (4) lay public; (5) state departments of education; (6) education facilities of colleges and universities; (7) professional associations; (8) USOE and federal agencies; (9) textbook publishers; and (10) scientists, technicians, and specialists.

Reynoldson, Roger L. The Interrelationships Between the Decision-Making Process and Innovativeness of Public Schools. Logan, Utah: Department of Educational Administration, Utah State University, November 1969. (ED 035 101)

The study investigated the interrelationships of educational decision-making with the organizational climate and the innovativeness of public schools. The subjects for the study were fifty public schools in Oregon, Washington, Nevada, Idaho, and Utah which were identified on the basis of their innovativeness. It was found that there was no significant relationship between educational decision making and innovation scores nor was there a positive relationship between organizational climate and innovation scores. There was no difference between centralized or decentralized districts; open or closed climates.

Reider, Corinne and Harry Davidow. "Urban Educational Planning and the Problems of Implementation" Educational Technology, October 1970, pp 16-31.

Discusses the role of the New York City Planning Department in relation to education in the city.

Rogers, Everett M. and Lynne Suenning. "Change in Small Schools." University Park, New Mexico: New Mexico State University, May 1969.

The paper discusses the nature of educational change, explores the change problems confronting small and rural schools in the U.S., and offers suggestions for incorporating change and innovation in small and rural schools.

Rubin, Louis J. "The Mythology of Innovation." California Journal for Instructional Improvement, October 1969, pp 149-164.

The author discusses the trend towards innovation in the schools and points out the need for stability amid change and the need to view innovation with a rational eye.

Schmuck, Richard A., Philip J. Runkel, and Daniel Longmeyer. "Improving Organizational Problem Solving in a School Faculty." Journal of Applied Behavioral Science, v. 5, n. 4, October-November-December 1969.

A study to learn whether improved organizational functioning could be produced in a faculty by integrating group training in communication and problem solving with the normal business of the school. Use of a junior high school faculty—pointed toward organizational development and personal change. Discusses the salutory effects, concrete observable changes and strengths and weaknesses.

Sealey, Leonard. "Innovation and Experimentation in the Elementary School" Independent School Journal, v. 29, n. 1, October 1969, pp 51-54.

The real responsibility for effecting change lies with the teacher. Teachers must have skills and abilities in the following four areas: (1) clinical skills and associated personal qualities; (2) managerial skills; (3) interpretive and evaluative skills; and (4) creative abilities.

Sieber, Sam D. "Organizational Resistance to Innovative Roles in Educational Organizations." Portland, Oregon: Career Development Seminar, University Council for Educational Administration, October 1967.

The author points out aspects of the public education system that limit the application of diffusion research from other social systems: (1) accountability to the public; (2) teachers "quasi-professionalism;" (3) difference between teacher goals and parent goals; and (4) formal control within the educational organization. He gives twenty-eight interrelated structural sources of resistance to educational innovation. Suggests a new "status occupant" strategy which emphasizes the role of the teacher as innovator.

Tye, Kenneth A. "The Principal as a Change Agent." The National Elementary Principal, v. 44, n. 4, February 1970, pp 44-51.

The single school is the most strategic unit for change. The principal is the most effective agent for bringing about educational change. Article incorporates known methods of planning change and applies them to schools.

Wallace, Richard C., John G. Herlihy, Henry P. Cole, James M. Mahan, and Richard S. Andrulis. Research into Process Curricula: Volume II. Syracuse, New York: Eastern Regional Institute for Education. Paper presented at the American Educational Research Association Meeting, New York, 1971.

Outlines ERIE's strategies for installing innovative elementary curriculum and compares these strategies with accepted theoretical models of change.

Weins, John. "Influence, Structure and Innovations." Paper presented at the American Educational Research Association Meeting, New York, 1971.

A study designed to examine the relationship between the influence structures in a number of schools and the level of innovativeness of these schools using the General System Theory. The study provides evidence that innovativeness in a system is related to the state of the system as well as to factors outside the system.

Willower, Donald J. "Barriers to Change in Education Organizations." Theory into Practice, v. 2, December 1963, pp 257-263.

Discusses the reaction of a faculty to change—need for involvement as opposed to change coming from above and forms that resistance to change may take.

Winn, Ira J. "Educational Planning and 'The System': Myth and Reality." Comparative Education Review, v. 13, October 1969, pp 343-350.

The failure of school systems is their fixation on quantitative approaches to planning and false hopes of manipulating the educational system externally. The author gives a perspective for assessing progress toward reform and suggests a number of basic steps.

"Educators Told How to Effect Change"

Educators underestimate time needed to introduce innovations.

"How to Promote Change." School Management, September 1967, pp 84-95.

Discussion of two opposing methodologies for promoting change: authoritative and democratic.

"What is Innovation?" Educational Technology, February 1969, pp 35-36.

Innovation as defined by ESEA Title III: The adoption of new or improved educational ideas and practices or techniques. Procedure for innovation: (1) assess needs; (2) define problems; (3) develop alternate solutions; (4) implementation; (5) evaluation; and (6) dissemination.

Program Information Dissemination

Cohodes, Aaron. "These Guidelines Can Help You Live in Peace with the Press" Nations Schools, p. 12.

> How to present information to the press and how to deal with reporters.

Harrison, Charles H. "How to Respond to Public Demands for Accountability" Nations Schools, November 1970, pp 32 and 34.

> School districts, or individual schools, should issue a "newsletter" to residents in their district informing them of what is going on in the schools—and they should be honest about what they say.

Lieber, Ralph H. "How to Tell for Sure if That Local Newspaper of Yours is Really on Your side." The American School Board Journal, February 1971, pp 20-21.

> The author tells how to "analyze" the local newspaper based on a study of thirty-four leading newspapers showing that how the news is reported makes a crucial difference in the outcome of a referendum.

Mullins, Carolyn. "Not Only How to Get Along with Your Local Newspaper, But..." American School Board Journal, September 1970, pp 18-22.

> The author tells how to use the press to your advantage. You can't win by fighting the press. Schools need an effective pipeline to the community. How to deal with reporters and how to conduct public board meetings.

Rauch, Sidney J. and H. Alan Robinson. "Relationships with the Community" in Guiding the Reading Program. Chicago, Illinois: Science Research Associates, pp 4-11.

> Discusses relations with the community, the school board and the parents and the value of effective communication.